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ABSTRACT

One of three modules which form a model using a multi-media approach for an education department or teacher educator to infuse career education concepts into the pre-service curriculum, this module is designed to provide an opportunity for student teachers to become aware of the meaning, recommended principles, practices, and goals of career education. Part 1 of the module, "The Process of Deciding," is directed toward the decision maker and should be completed by the department head with faculty members or by an individual teacher educator. Part 2, "Building Student Teacher Awareness," is designed for the teacher educator to use in the instructional process. The module is presented in the form of a leadership script, including a list of resources needed, schedule of activities, instruction and notes, and the script itself. (TA)

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ED155317

CAREER EDUCATION FOR STUDENT TEACHERS,
A TRAINING MODEL

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A Transportable Model for
Implementing Career Education into
Pre-Service Teacher Education Programs

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MODULE 1

"Orientation to Career Education"

RATIONALE:

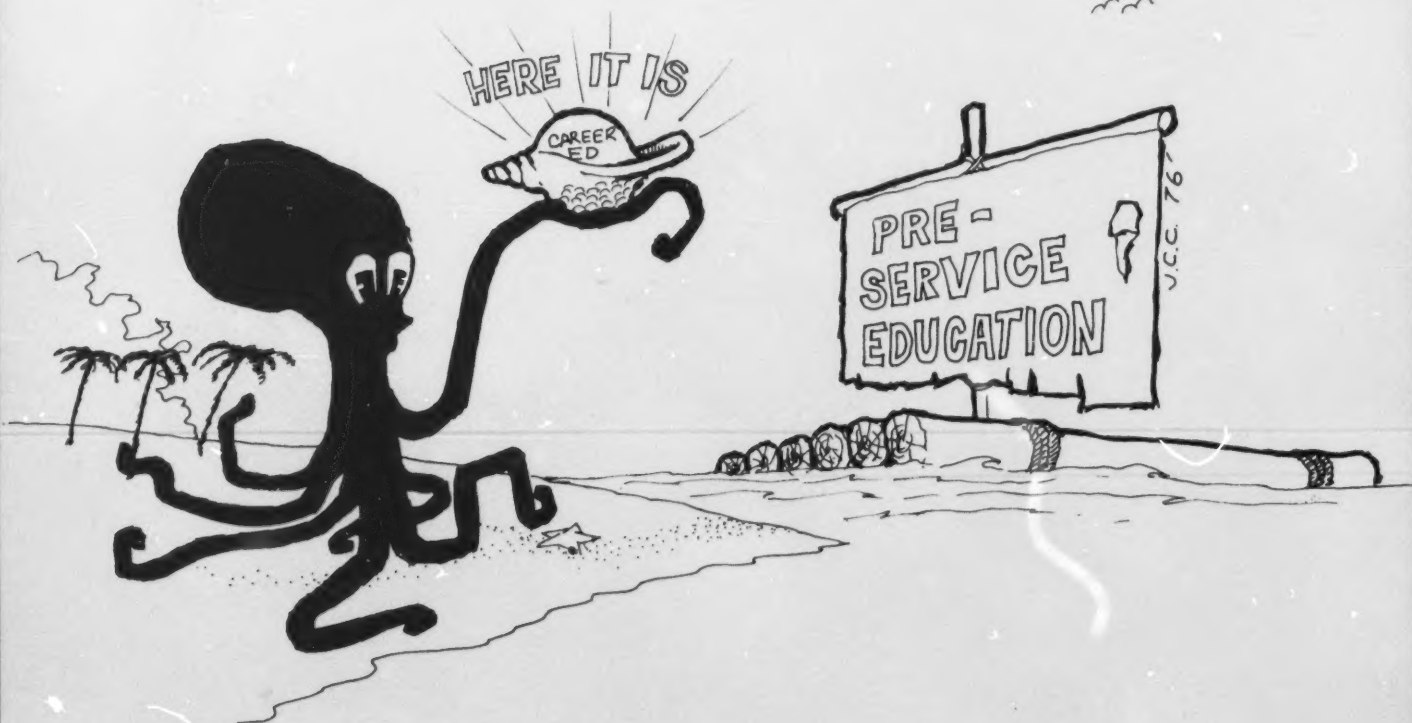
Since career education is an item of high priority at both the federal and state levels, school districts have begun to implement career education programs into the curriculum. In order for beginning teachers to function effectively in these programs, they must be aware of the meaning, recommended principles, practices, and goals of career education.

OBJECTIVES:

- 1) The Education Department (or Teacher Educator) will make a commitment to pre-service career education.
- 2) A structure for developing a pre-service career education program will be provided.
- 3) Teacher Educators and student teachers will obtain an overview of career education.
- 4) Familiarity with several models and definitions will enable Teacher Educators and student teachers to more clearly define these concepts in their own areas of responsibility.
- 5) Student teachers will become aware of career education thrusts K-12 as they inter-relate so that scope and sequence can be developed.

EXPECTED OUTCOMES:

- 1) The Department of Education (or the individual Teacher Educator) will decide to implement a program for pre-service training in career education.
- 2) Knowledge of a pre-service career education program will be obtained.
- 3) Teacher Educators and student teachers will know that career education is national in scope.
- 4) Teacher Educators and student teachers will be oriented to the concepts of career education.
- 5) Student teachers will view themselves as capable of integrating career education into a school district's existing curriculum.



GUIDE TO MODULE 1

Introduction

Career education is both a state and national priority. Many school districts have begun to infuse career education programs into their curriculum. Thus, it is important that teacher education programs provide an opportunity for student teachers to become aware of the meaning, recommended principles, practices, and goals of career education.

This model provides one way for an Education Department or a Teacher Educator to infuse the concepts of career education into the pre-service curriculum in an organized, sequential effort.

Before any meaningful change in the curriculum can occur, positive plans for action must be developed. Leaving change to "chance" may result in a change that is different from the desired goal...or no change at all may take place.

This pre-service model has been prepared in three separate modules using a multi-media approach. These modules correspond directly to the steps to be taken for integration into the instructional process. Each module may be used in its entirety or the Teacher Educator is free to pick and choose those activities most appropriate to the course content.

The Department Head or Teacher Educator should become familiar with the guides and materials in order to obtain an idea of the scope and nature of career education. Particular emphasis should be placed on reading a Tentative Framework for Career Education and An Introduction to Career Education.

At the completion of Part I of this Module, a decision can be reached about using this method to initiate career education awareness as part of the pre-service instructional program.



"The Process of Deciding: Career Education"

- . The Head of the Department or a Teacher Educator should read the entire Leadership Guide to Module 1.

It is divided into two parts. Part I., "The Process of Deciding," is directed toward the decision maker and should be completed by the Department Head with faculty members or by an individual Teacher Educator.

Part II., "Building Student Teacher Awareness," is designed for the Teacher Educator to use in the instructional process.

- . Become familiar with the resource materials in Module 1. If the Department Head conducts the faculty meeting, it will be necessary to duplicate the material listed in the "Resources Needed" section of Part I. A film will also need to be requested from the Region Education Service Center.

Follow the Leadership Guide in using this module.

If the Department Head is coordinating this program, select a quiet, comfortable meeting place where faculty members will be free from disruptions.

- . If a Teacher Educator is considering this program for classroom instruction, complete Part I. individually.

RESOURCES NEEDED

Materials Provided:

- 1) Leadership Guide
- 2) Tentative Framework for Career Education, TEA Bulletin
- 3) Career Education: What It Is and How To Do It, Hoyt, et.al.
- 4) Career Education Survival Manual, Northwest Regional Educational Laboratory
- 5) An Introduction to Career Education, A USOE Policy Paper, Hoyt
- 6) Career Development: Up Close and Personal, T-ACTVE
- 7) "An Overview," Career Education for Student Teachers--A Training Model
- 8) Cross Discipline Planning, Massachusetts Department of Education
- 9) Career Education in the Academic Classroom, Mangum, et.al.
- 10) What Color is Your Parachute?, Bolles

Materials to Prepare:

- 1) Duplicate one copy of "An Overview," Career Education for Student Teachers, A Training Model for each participant.

Media to Request from Region Education Service Center:

- 1) 16mm film, Work Is Child's Play, Texas Education Agency

Equipment Needed:

- | | |
|--------------------------|---------------------------------|
| 1) 16mm Projector | 4) Video Cassette Tape Recorder |
| 2) Screen | (color) and Color TV Monitor |
| 3) Duplicating Equipment | |

Resource Person:

Consultants are available from the Center for Career Development and Occupational Preparation, College of Education, Texas A&M University; Region Education Service Centers; or the Texas Education Agency.

Part I.

First Day: Schedule of Activities

<u>Activity</u>	<u>Time</u>
Introduction (purpose of meeting)	5 min.
Movie-- <u>Work Is Child's Play</u>	25 min.
Discussion	15 min.
Coffee Break	10 min.
Show Video Tape #1	15 min.
Materials Distribution & Assignment	<u>5 min.</u>
TOTAL TIME	1 Hr. 15 min.

FIRST DAY

* LEADERSHIP SCRIPT

Instruction and Notes

Greet each faculty member and ask them to be seated. They may need pencils and paper for note taking. Have booklets and materials used in the Model on display at the meeting.

Script (Dept. Head Speaking)

You have been invited here today to talk about a new concept in education, career education. This is both a state concern and a national one, so that it seems this department should begin planning toward infusing it into the pre-service program.

- * If a Teacher Educator is considering this program for classroom instruction, Part I. should be completed by the Teacher Educator individually.

The Texas Education Agency has developed a film, "Work Is Child's Play," showing possible activities and actions in the elementary, middle, and high school areas.

Instruction and Notes

Show film. Follow with discussion then break for coffee.

Note: Questions listed in the film usage guide (in the film can lid) may be helpful in stimulating discussion.

Distribute copies of "An Overview," Career Education for Student Teachers, A Training Model.

Script

In viewing this film think in terms of its application to the pre-service instructional program.

(View Film)



Now that you have a general idea of career education concepts, let's discuss ways to best infuse them into the pre-service curriculum.

(Discussion)

Career Education for Student Teachers, A Training Model has been developed by the Center for Career Development and Occupational Preparation (CDOP) at Texas A&M University. This "Overview" will explain the model briefly.



Instruction and Notes

Show Video Tape #1.

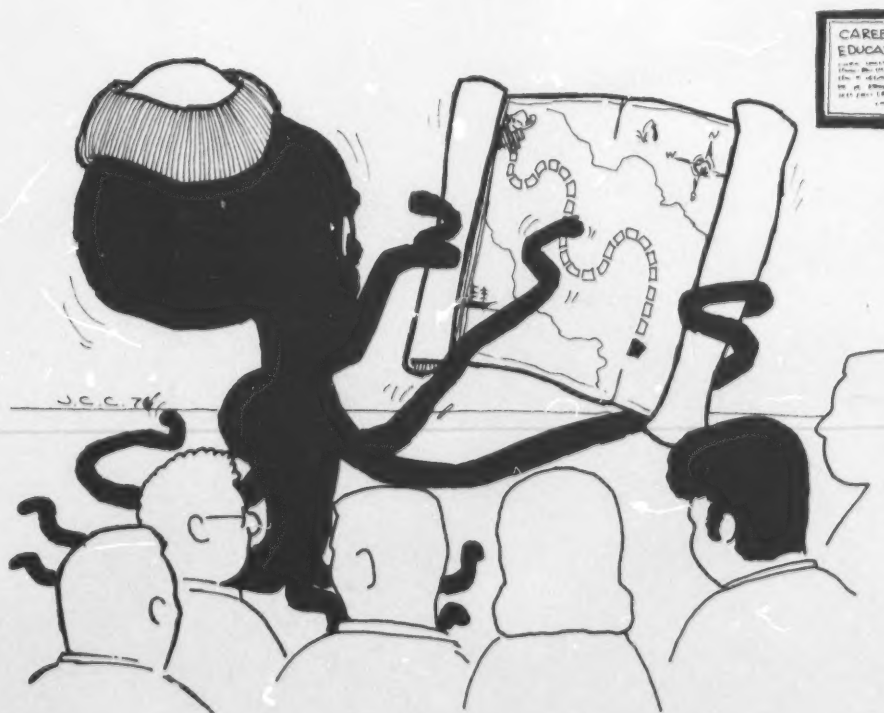
Schedule another meeting
within one week.

Script

A video tape has been prepared that explains the Model, provides some information about career education and acquaints the viewer with the thrust of the Model.

(View Video Tape)

Select one of the booklets from the display to review before our next meeting. Circulate these materials throughout the department. We will meet again on (Day) at (Time) in (Place). Be prepared to decide if we will pursue pre-service career education through the use of this Model.



Part I.

Second Day: Schedule of Activities

<u>Activity</u>	<u>Time</u>
Restatement of Assignment	5 min.
Evaluation of the Model	20 min.
Decision Making Activity	<u>15 min.</u>
TOTAL TIME	40 min.



SECOND DAY

LEADERSHIP SCRIPT

Instruction and Notes

Greet each faculty member
and ask them to be seated.
When everyone has arrived,
restate the assignment.

Be sure to collect reading
materials and return them
to the kit.

Note: You may want to ask
what things they like about
the model; what they do not
like about the model; or to
share concerns they may have
about this model. Remember,

Script (Dept. Head Speaking)

At the last meeting we talked about career
education and viewed a film that pictured
examples of it. A video tape explained
a training model that is available for use
with student teachers. You took reading
materials to review, also. You will re-
call that these materials were from
Career Education for Student Teachers, A
Training Model available from the Center
for Career Development and Occupational
Preparation at Texas A&M University.

The 16mm films are available through Region
Education Service Centers. You were asked
to study the materials and the "Overview"
pages relating to the Model. Let's look
at the "Overview" and discuss the Model.

(Discussion)

Instruction and Notes

you are asking this group to decide if the department should make a commitment to a structured plan for career education infusion into pre-service instruction. Discuss the consequences of such a decision, both positively and negatively.

Script



Each of you seems ready to respond to the original question from the last meeting, "Do we want to use this model for infusing career education into the pre-service instructional program?"

If you and the instructors in your department feel that you prefer not to use this model, return all materials to the Model kit. Your meeting will be concluded at this point... However, if pre-service career education seems



Instructions and Notes

promising and needed, and--
if this model seems useful,
then read on!

Depending upon the type of
pre-service program the
department is using, decide
the course or courses that
could best infuse this pro-
gram into the course con-
tent. Remember, this
should be in all pre-
service programs, K-12.
Those teachers of the
courses chosen should be
given access to the model.

Make sure all of the par-
ticipating teachers have
the necessary instructions
and materials.

Script

Since the decision has been made to im-
plement a pre-service career education
program in the department, the following
courses would be good ones to introduce
this program:

(Suggest Courses)

If any of the teachers of these courses
have any questions, please see me. Pick
up the necessary instructions and materi-
als for this program from (name, location).



PROCEED TO PART II.

"Building Student Teacher Awareness"



"Building Student Teacher Awareness"

- . The next section of this module is designed for the Teacher Educator to use in the instructional orientation of student teachers to career education.
- . Examine the Resources Needed page for Part II to determine materials to request or items that should be duplicated prior to class time.
- . Follow the Leadership Guide in presenting the material.
- . The time frames provided should be useful for allotting classroom time.
- . A total of five class meetings (50 minutes each) may be used for completing Part II. of Module 1. These may be conducted consecutively or with a time lapse between activities if it will better serve the needs of the class.

Note: While all of the activities in Module 1, Part II. are recommended for optimum student awareness of career education, the course may not lend itself to the suggested time span. The Teacher Educator is encouraged to alter the time frame and activities to meet individual classroom needs.

RESOURCES NEEDED

Materials Provided:

- 1) Leadership Guide
- 2) Future Shock Discussion List
- 3) Capsule Summaries of Career Education Definitions
- 4) "Defining Career Education"
- 5) Transparencies of State Models
- 6) "Models Overview Sheet"
- 7) Video Tape #1

Materials to Prepare:

- 1) Duplicate one copy of the Future Shock Discussion List (Item 2 above)
- 2) Duplicate one copy of the Capsule Summaries of Career Education Definitions (Item 3 above)

Equipment Needed:

- | | |
|--------------------------|---------------------------------|
| 1) 16mm Projector | 5) Video Cassette Tape Recorder |
| 2) Overhead Projector | (color) and Color TV Monitor |
| 3) Screen | |
| 4) Duplicating Equipment | |

Media to Request from the Region Education Service Center:

- 1) Future Shock, 16mm Film
- 2) Work Is Child's Play, 16mm Film

Resource Person: (optional)

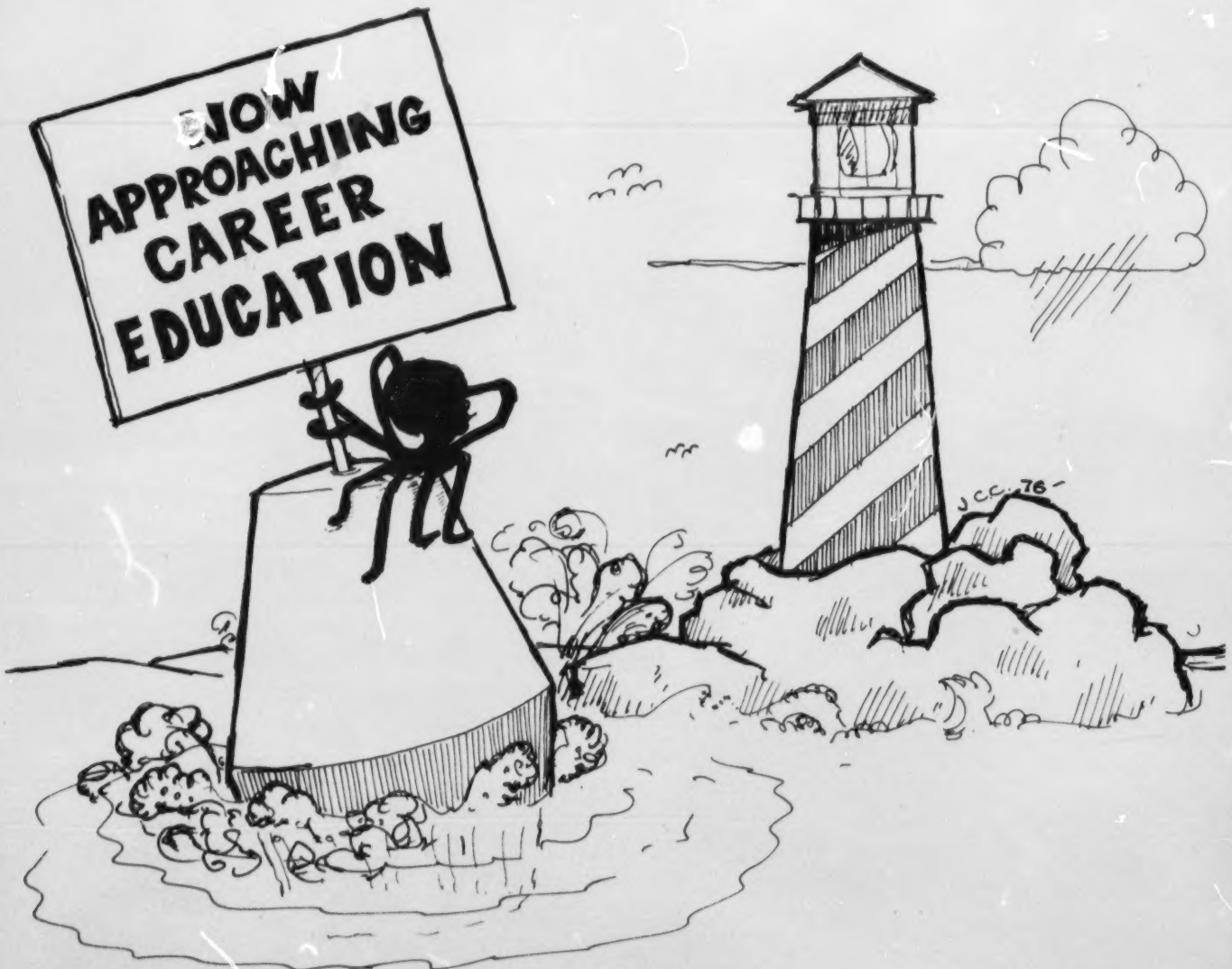
Consultants are available from the Center for Career Development and Occupational Preparation, College of Education, Texas A&M University; Region Education Service Centers; or the Texas Education Agency.

Part II.

"Building Student Teacher Awareness"

First Day: Schedule of Activities

<u>Activity</u>	<u>Time</u>
Introduction	5 min.
Movie-- <u>Future Shock</u>	<u>45 min.</u>
Dismiss	50 min.
TOTAL TIME	



Instruction and NotesScript (Teacher Educator Speaking)

Sidney P. Marland has said that career education is an idea "whose time has come." Many school districts are already infusing career education into their curriculum. As teachers preparing to go into these districts, you should be prepared to infuse career education concepts and activities into the subject matter area to which you are assigned.

Career education speaks to our rapidly changing world. To focus more closely on the impact of change on the process of education, we will be viewing the movie, Future Shock. It is a filmed exploration of the negative effects of change. Values, families, friends and institutions are disappearing.

The challenge of the future is to absorb the impact of change and to learn to control it. In viewing this movie, consider these questions:

- 1) What is it saying about our educational system?
- 2) Does career education seem one effective way of meeting the challenge?

Show Film, Future Shock.



Be prepared to discuss your thoughts on
this film tomorrow.

Dismiss.

Part II.

Second Day: Schedule of Activities

<u>Activity</u>	<u>Time</u>
Introduction	5 min.
Buzz Groups	25 min.
Definitions Overview	10 min.
Distribution of Career Education Materials	5 min.
Dismiss	<u>5 min.</u>
TOTAL TIME	50 min.

SECOND DAY

LEADERSHIP SCRIPT

Instruction and Notes

Display books and materials used in Part I. on a display table.

Distribute Future Shock

Discussion List, one per group of 5-7.

Script (Teacher Educator Speaking)

Yesterday we viewed Future Shock. Form groups of 5 to 7 in number and talk informally about the film. Each group will be provided a discussion list to consider indicating the categories presented in the film.

Talk about some of the ideas presented in the film and evidence you can see of these events in today's society.

Instruction and Notes

The Teacher Educator should mingle in the groups. Buzz for 12-15 minutes.



Distribute Capsule Summaries of Career Education Definitions, one copy for each participant.

Script

Consider two additional questions from your educational vantage point:

- 1) What is Future Shock saying about our educational system?
- 2) Does career education seem one effective way of meeting the challenge?

(Buzz Groups)

In moving among the groups and listening, it seems there needs to be a definition applied to career education. This has been done by various authorities from time to time, but no single definition has been embraced by the U.S. Office of Education.

Next class meeting be prepared to discuss these definitions. Graphic models of career

Instruction and Notes

The materials and books to be checked out to students are those listed under Materials Provided on the RESOURCES NEEDED page of this module.

Script

education from several states will also be presented.

Before you leave today, select a book on career education to review this week. We will report on these (day).

Part II.

Third Day: Schedule of Activities

Activity

Discuss Definitions

Career Education Models

(Ohio, Oregon, Mississippi, Texas)

Time

25 min.

25 min.

TOTAL TIME

50 min.

THIRD DAY

LEADERSHIP SCRIPT

Instruction and Notes

Each person should have a copy of Capsule Summaries of Career Education Definitions.

Script (Teacher Educator Speaking)

Using the Definitions Summary, let's discuss the various definitions of career education.

(Discussion)

Instruction and Notes

Note: "Defining Career Education" provides additional information for the Teacher Educator.

Use transparencies of graphic designs for career education from Ohio, Oregon, Mississippi and Texas. Use "Models Overview Sheet" in presenting the states' models.

Script

Many states are involved in career education. The graphic designs from four different states will help to identify likenesses and differences regarding their philosophy of career education.

(Discussion)

Next class meeting a film will be shown on Career Education.

Dismiss.

Part II.

Fourth Day: Schedule of Activities

<u>Activity</u>	<u>Time</u>
Review	5 min.
Movie: <u>Work Is Child's Play</u>	25 min.
Discussion	<u>20 min.</u>
TOTAL TIME	50 min.

FOURTH DAY

LEADERSHIP SCRIPT

Instruction and Notes



Show Film.

DISMISS.

Script (Teacher Educator Speaking)

To date, we have discussed career education by sharing of ideas about the film Future Shock.

Definitions of career education by various authorities and several states' models have been reviewed, also.

Today we are going to view a movie, Work Is Child's Play, which will help to crystalize the Texas model in our minds. Let's look at the film now.

(Discussion)

Next class meeting we will summarize what has been learned about career education. Be prepared to report on the reading selection you made earlier in the week.

Part II.

Fifth Day: Schedule of Activities

<u>Activity</u>	<u>Time</u>
Video Tape #1	15 min.
Discuss Materials	<u>35 min.</u>
TOTAL TIME	50 min.

FIFTH DAY

LEADERSHIP SCRIPT

Instruction and Notes

Show Video Tape #1.

Script (Teacher Educator Speaking)

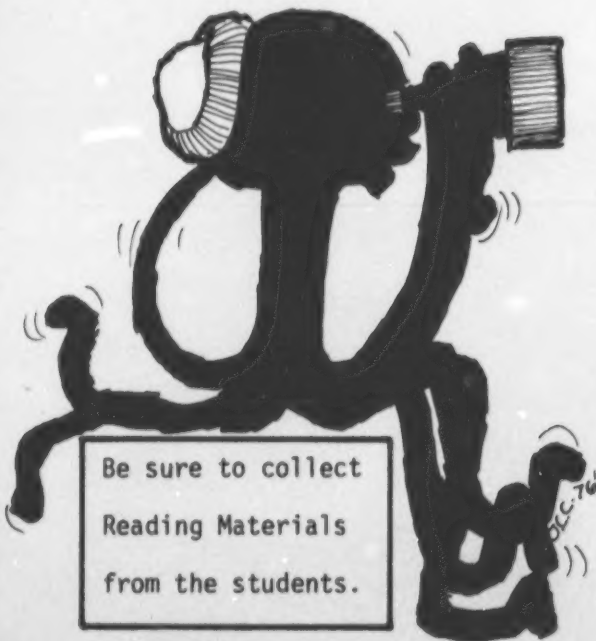
Today we are going to view a video tape that will summarize some of the important aspects of career education.

(SHOWTIME)

Now let's share information from the career education materials you have been reviewing this week.

Who would like to be first?

(Discussion)



Instruction and Notes

Script

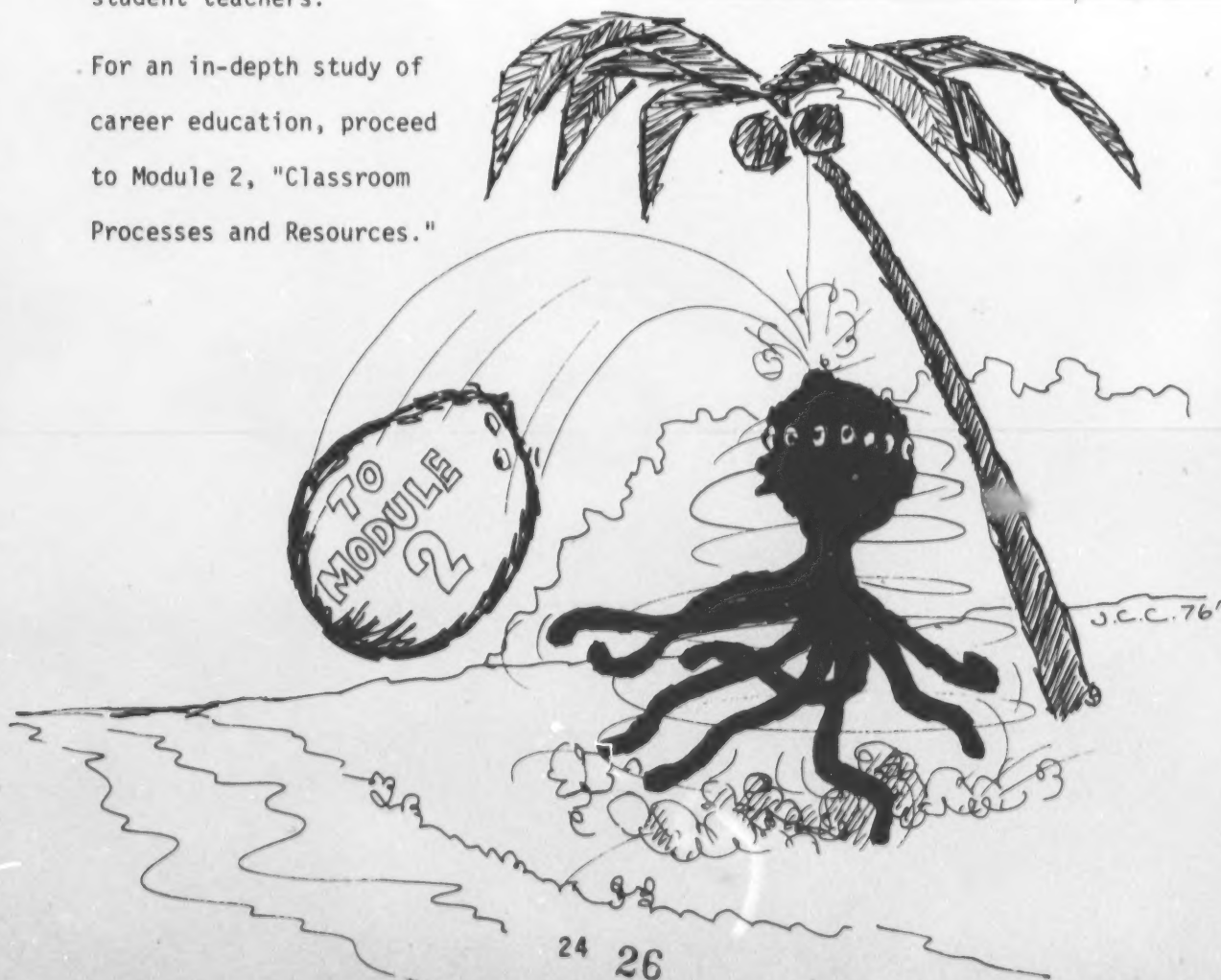
Last, let's discuss your impressions
of the week.

(Discussion)

Dismiss.

Note: The activities in
Module 1 have been designed
to present an orientation
to career education for
student teachers.

For an in-depth study of
career education, proceed
to Module 2, "Classroom
Processes and Resources."



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Films:

- Work Is Child's Play, 16mm film, Texas Education Agency or Region Education Service Center.
- Future Shock, 16mm film, Region Education Service Center.